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## GERMANY

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### Sharing Classroom Experiences with Poster Exhibits

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Nearly 100 teachers, working individually or in groups, designed and displayed approximately 60 poster exhibits during the recent TESOL Convention in Baltimore, Maryland. Coming from Brazil, Japan, Turkey, the United States, Venezuela, and many other countries, they shared their classroom experiences dealing with a broad range of subjects and issues: student-designed games, dialogue journals, self-access materials, school newspapers, electronic mail (e-mail), teacher training, etc.

The exhibits reflected the overriding themes of our profession as reflected in



other convention sessions: the empowerment of students, the development of curriculum to meet learner needs, the composing process, and the use of the information highway to name just a few.

The poster session shown above, "Environmental Awareness through Drama: A Summer Course for Children," organized and displayed by Barbara Blackwell-Gülen of Ankara, Turkey, exemplifies several trends in our profession. Students empower themselves in a drama class as they conceive, plan, write, and perform skits that reflect their own concerns about the environment. In addition to skits, students produce poems, posters, and scrapbooks. Secondly, the poster session highlights the use of content-based materials—in this case ecology—to develop a range of EFL classroom activities. A unique aspect of this poster session was its description of setting up a summer camp for young learners.

Other poster sessions also examined the topic of teaching children. For example, one exhibit examined the link

between children's literature and a thematic curriculum, incorporating music and art activities within a whole language approach ("The Literature Link—The Use of Children's Literature," displayed by Mary Hickman of New York).

In addition to the poster sessions treating elementary and secondary school levels, there were exhibits dealing with adult learners. For example, one display concerned teaching English to employees in Venezuela's petroleum industry ("CEPET—National Language

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Program," by Carolin Morales) and another described an intensive English program for businessmen ("Designing a One-Week Intensive Program for Businessmen," by Maria de Loudres McKenzie and Norma Leme of Brazil).

Composition was treated in ways that indicate that rote writing activities are no longer in fashion. Three exhibits concerned dialogue journals—an approach in which students write to one another and/or the teacher to communicate real (personal) concerns that the readers respond to ("Dialogue Journals: Sustained Writing between L<sub>1</sub> and L<sub>2</sub> Students," by Jeanne T. Laubscher and Joan D'Antoni; "Journal Writing among Students in a Japanese University," by Atsuko Watanabe; and "Secret Partners for Journals in Reading and Writing Classes," by Ellen Bunker and Debbie Yang).

Poster displays also showed how the information superhighway is rapidly opening up new teaching and learning possibilities for teachers and students. One display described the TESL-EJ, an electronic journal ("Introducing TESL-EJ: An Electronic ESL/EFL Journal," by J. Timothy Rushing). Another introduced the materials available from CNN via e-mail ("CNN: Caught Locally Networked!" by Priscilla Whittaker).

Whether displaying photographs of students engaged in classroom activities, examples of student-produced work, diagrams, or flowcharts, poster sessions provide opportunities to share ideas and information about methods, curriculum, and current issues. They make a fine addition to any local or national ELT conference. 

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## GREECE

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### TESOL Affiliate Holds Convention

TESOL Macedonia-Thrace will hold its annual convention November 5–6, 1994, at the University of Macedonia in Thessaloniki, Greece. The theme of the convention is "Recent Developments—Future Prospects."

Specific information can be obtained from:

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